DOCUMENT RESUME

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TITLE	Managing Unusual Classroom Problems (3 Modules). Description of Teacher Inservice Education Materials.
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ABSTRACT

The teacher inservice learning module described here focuses on skill building for management of unusual classroom problems such as learning disabilities, discipline, and emotional and physical problems of students. Information is provided on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED171671

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: MANAGING UNUSUAL CLASSROOM PROBLEMS (3 Modules)

Publication Date(s): 1973

Intended Users: Teachers seeking information regarding generic teaching competencies

Grade Level(s): 1-12

Number: One to any number

Primary Focus: Skill building for management of unusual classroom problems such as: emotional and physical problems of students, discipline, learning disabilities, etc. are covered.

School subject(s) and/or in-service topic(s) covered: The three modules deal with "generic teaching competencies". Their titles are: Module A - The Teacher as Decision Maker; Module B - Analysis of Unusual Classroom Problems; Module C - Legal Responsibilities of the Teacher.

What participant does in using the materials: Users read the modules, and analyze case studies, all of which is used as background for group discussions. Pre-assessment and post-assessment procedures should be followed.

Resources: Besides copies of the modules, users need to have access to the bibliography suggested by the author. Module B requires the reading of three chapters in the book: Wayne Otto, and R. A. McMenemy - Corrective and Remedial Teaching, Boston - Houghton Mifflin Company, 1966. Users might spend up to three weeks in developing all the activities described above.

Describer critique: The modules are very well designed. The instructions given for each activity are clear and easy to follow. The content offers a very useful psychological background to any teacher interested in managing unusual classroom problems such as: riots, drug abuse, and emotional and physical problems of students.

SP 014 290

(CM) - discipline
(SE) - emotional disturbance

CM 26
TS 39

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B. IN-DEPTH INFORMATION

1.0 PURPOSES:

The author states: "This is a series prepared for teachers in Florida schools. It is a packet of materials and procedures designed to help a teacher develop or improve specific teaching skills. Although the modules are directed specifically toward teachers of preadolescent children, most of them are appropriate for other teachers as well. The modules concern "generic competencies", that is, the general skills regarded as desirable for any teacher, irrespective of his or her special area of teaching." The author also states the purposes for each module, as follows:

Module A: It is the purpose of this module to aid the participants in formulating a workable decision making model for their own use in different teaching situations.

Module B: An analysis of unusual classroom problems is essentially an investigation of all those variables which affect the learning of an individual student. The purpose of this module is to aid the participant in this process by increasing their awareness of such variables as emotional disturbance, physical and health problems and drug abuse, and by assisting them in conducting a thorough diagnostic investigation of the factors contributing to learing problems of a specific student.

Module C: This module is designed to do one thing: to increase the participants' knowledge and awareness of teacher responsibility on legal grounds.

2.0 CONTENT — Scope and Sequencing of Topics:

The main topics covered are outlines as follows:

Module A: "The Teacher as Decision Maker"

1. Introduction: Prospectus; Module Objectives; Prerequisites; Instructions for using this module (pp. 1-2)
2. Pre-assessment (p. 3-4)
3. Specific Objective One and Enabling Activities, "The Teacher as Decision Maker" (pp.5-12)
4. Specific Objective Two and Enabling Activities, "What Should I Do When", "Responses to Case Studies" (pp. 13-24)
5. Specific Objective Three and Enabling Activities. "Analysis of a Decision". (pp 25-26)
6. Post-assessment (p.27)
7. Bibliography (p 28)
8. Module Component Description Outline (p. 29)

Module B: "Analysis of Unusual Classroom Problems".

1. Introduction: Prospectus; Module Objectives; Prerequisites; Instructions for Using This Module. (pp 1-3).
2. Pre-assessment. (p. 4).
3. Specific Objective One and Enabling Activities. "Symptoms of Learning Disability" (pp. 5-6).
4. Specific Objective Two and Enabling Activities. "Who Are They? Identifying Disturbed Children in the Classroom"; "A Teacher's guide to the Detection of Emotional Disturbance"; "Little Jack Horner"; "Helping Children with Emotional Problems at School". (pp. 7-25).
5. Specific Objective Three and Enabling Activities. "Guide for Teachers: School Health Information and Procedures"; "Drug Education Guidelines". (pp. 30-42).
6. Specific Objective Four and Enabling Activities. "Getting It all Together" (pp. 48-49).
7. Post-assessment (p. 50).
8. Appendix: "Resource Information for Teachers". (A-1).
9. Bibliography (A-4).

Module C: "Legal Responsibilitjes of the Teacher".

1. Introduction: Prospectus; Module Objective; Prerequisites; Instructions for Using This Module (pp. 1-2).
2. Post-assessment (p 3).
3. Objective and Enabling Activities. "A Teacher's Liability May Be Less Than You Think"; Tort Liability Spreads to Students, Faculty"; "Worksheet 2: Case Studies of Teacher Liability"; Checklist for Discussion" (pp. 4-2
4. Post-assessment (p 26).
5. Appendix. Pre-assessment Answer Key (A-1).
6. Bibliography (A-2).

Managing is designated as Competency Area 13 (out of a group of 12 modules listed under Generic Teaching Competencies). While these three modules form a self-contained unit, it is possible for teachers to order some or all of the remaining modules for a complete, systematic treatment of the subject.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Module A - The activities of this module include reading some material on the decision-making process, analyzing various case studies, discussing these case studies with a peer panel, and implementing a plan of action based on one's own decision-making model. Module B - The activities of the module require the use of three chapters of the book: Wayne Otto and R.A. McMenemy, Corrective and Remedial Teaching: Principles and Practice. Two choices are available; 1) Taking the pre-assessment; and 2) omitting the pre-assessment and turning to page 5 to begin the activities. Activities consist of readings of suggested materials and case studies, group discussions, and role-playing. Module C - There are no pre-requisites to this module. Two choices are again available: 1) Taking the pre-assessment; and 2) omitting the pre-assessment and turning to page 4 to begin the activities. Mainly, the activities consist of readings of suggested materials, completing worksheets, describing classroom incidents, and playground activities.

3.2 Help given in use of product:

Module A is self-contained. A short bibliography is included. Module B: The activites require the use of a book: Wayne Otto and R.A. McMenemy, Corrective and Remedial Teaching. Three chapters are used. The Appendix of the module includes lists of resources related to the module objectives. Module C: The module is self-contained.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each module contains pre- and post-assessment procedures. They are:

Module A. Assessment procedures: The pre-assessment is a self-assessment checklist. The participants check their decisions on the case episodes with an answer key and with the related decisions of colleagues. They reprocess, if necessary, according to guidelines given.

Module B. Assessment Procedures: A self-analysis set of questions of knowledge about learning disabilities and classroom emergency procedures is used as the pre-assessment. The post-assessment is a similar self-analysis. Evidence of the development set of competencies is generated by the various products of the module activities.

Module C. Assessment Procedures: An objective-type of pre-assessment, worksheet with answer keys, a set of case studies to analyze as a check of one's knowledge, and a consensus activity to be done with other school personnel are the assessment instruments used in this module.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

For Module A. Besides the copy of the module, users need to have access to the bibliography recommended.

For Module B. Besides the copy of the module, users have to read three chapters in the book: Wayne, Otto and R. A. McMenemy, Corrective and Remedial Teaching, Boston: Houghton Mufflin Company, 1966. Also, it is necessary to consult the bibliography recommended by the author.

For Module C. Besidesthe copy of the module, users need to consult the bibliography suggested. In all the modules, users need to set up group discussions. Users might spend up to three weeks developing all the activities suggested in the models.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard, South
Chipley, Florida 32428

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
1 booklet: Module A The Teacher as Decision Maker	$.60	No	1 per user	yes
1 booklet: Module B Analysis of Unusual Classroom Problems	$1.00	No	1 per user	yes
1 booklet: Module C Legal Responsibilities of the Teacher	$.60	No	1 per user	yes
1 book. Corrective and Remedial Teaching, Houghton Mifflin Co. Boston, Mass 1966 (617) 725-5000	$13.95	No	1 per user	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This material was developed by
Joy Davis, Florida Department of Education, Division of Elementary and Secondary Education, Florida Educational Research and Development Program.

6.2 How developed and when:

It is stated in the packet: "The Florida Modules were developed at the University of Florida, College of Education. They are part of the Middle School Project, a project concerned with competency - based education for middle school teachers. The modules have been field tested by numerous teachers in Florida and then revised according to their experiences with them. The Schools of Alachua, Clay, Leon and Marion Counties made special contributions to the field testing. The Florida modules were developed under a contract administered through the Florida Educational Research and Development Program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education, Tallahassee, Florida." They were published in 1973.

6.3 Evidence of effectiveness with users:

The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training .

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The modules offer excellent ideas relating to the management of unusual classroom problems. Their content is very appropriate for elementary and secondary school teachers interested in learning how to face classroom problems.

Content accuracy/social fairness/community acceptance issues:

The modules do not show evidence of ethnic and sex bias or stereotyping, even though topics covered are by nature generally controversial (understanding/coping with riots, drug abuse, etc.).

Overall summary/comment:

The modules are very well designed. The instructions given for each activity are clear and easy to follow. The content offers a very useful psychological background to any teacher interested in managing unusual classroom problems such as riots, drug abuse, emotional and physical problems of students, and the like.

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